



Introduction

Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Overview

We are a fully inclusive school committed to ensuring that all children achieve their full potential. We believe every child should have access to a broad, balanced, and ambitious curriculum within a nurturing and supportive environment.

Whole-school ethos (The St Lawrence Way):

- Be Responsible
- Encourage Others
- Show Respect
- Try Our Best

These values underpin everything we do and guide how we support all learners, including those with SEND. We encourage our pupils to develop independence, resilience, empathy and pride in their achievements.

As a Church of England school, our vision is also shaped by the parable of the Good Samaritan. This reminds us of the importance of showing compassion, kindness, and practical support to others, particularly those who may be vulnerable or in need. In the context of SEND, this means we are committed to:

- Recognising and responding to individual needs;
- Providing support with care and dignity;
- Ensuring every child feels valued, included, and supported.

Some children may experience barriers to learning and require additional support. We work closely with families, professionals and external agencies to ensure needs are identified early and appropriate provision is put in place.

SEND INFORMATION REPORT

Our SEND Ethos

We aim to:

Identify children with SEND early and accurately;

Provide inclusive, high-quality teaching for all pupils;

Support pupils to become confident, independent learners;

Work collaboratively with families and external professionals;

Ensure every child feels valued and included.

Legislation and guidance

This policy complies with the statutory requirements set out in:

- [Children and Families Act 2014 \(Part 3\)](#)
- [Special Educational Needs and Disability Regulations 2014](#)
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Our SEND Team

SENDCo (Special Educational Needs Coordinator):

Alan Brannen (Headteacher)

SEND Governor:

Sally Clilverd

SEND Administrative Support:

Lauren Richards-Smith

SEND Hub Leader

Nicki Mason

The SENCo oversees SEND provision across the school and works closely with staff, families, and external professionals. The SEN Governor supports and monitors SEND provision at a strategic level, ensuring accountability and compliance with statutory requirements. Our SEN Administrator will support with referral paperwork and correspondence. Our SEND Hub Manager leads a team of SEND support staff who work with EHCP pupils.

Definitions

A child has SEND if they have a learning difficulty or disability which requires special educational provision to be made.

This may mean they:

- Have significantly greater difficulty in learning than others of the same age, or
- Have a disability that impacts their ability to access mainstream education

Areas of Need

We support pupils across the four areas of need identified in the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Identifying Special Educational Needs

Children are identified as having SEND through:

Ongoing teacher assessment and monitoring

Concerns raised by parents or carers

Information from previous schools or early years settings

Input from external professionals

Quality First Teaching (Classroom Support)

All pupils receive high-quality teaching which may include:

- Adapted teaching methods
- Flexible grouping
- Scaffolding tasks
- Additional adult support
- Use of visual aids or specific resources

Classroom Interventions

Additional support may include:

- Small group work
- Targeted interventions
- Adapted learning approaches
- Focused support in specific areas (e.g. reading, communication, maths)



**What Should I Do If I Have Concerns?**

If you have concerns about your child, you should contact school.

Concerns could be related to :

- Learning progress
- Development
- Emotional wellbeing

Please speak to your child's class teacher in the first instance; the class teacher will discuss concerns with the SENCo (Alan Brannen) if needed.

We encourage early communication so that support can be put in place promptly.

Assessing and Reviewing Progress

We use a graduated response approach:

Assess – identify needs

Plan – agree outcomes and support

Do – deliver support

Review – evaluate progress

Progress is reviewed through:

- Ongoing classroom assessment;
- SEN support plans;
- Parent meetings;
- SENCo oversight;
- Meetings of staff members ;
- EHCP Annual Reviews.

What happens next? (after concerns have been acknowledged)

We follow a graduated approach to identify and support pupils' needs effectively, sometimes referred to as a 'wave' model. Your child's class teacher may suggest we put your child on a 'Wave 1' which means we will monitor and review your child's progress or behaviours, before deciding if next steps are required.

Where additional support is required, we provide:

- Small group interventions;
- Targeted teaching programmes;
- Adapted learning methods;
- Additional adult support where appropriate;
- Involvement of external agencies.

These interventions are:

- Planned carefully;
- Delivered by trained staff;
- Regularly monitored and reviewed.

Parent Partnership

We value strong partnerships with parents and carers. We support families by:

- Providing regular updates on progress
- Offering opportunities to meet with staff
- Involving parents in planning and reviewing support
- Sharing strategies to support learning at home

Pupil Voice

We encourage pupils to:

- Share their views and experiences
- Be involved in setting targets
- Reflect on their progress

SEND Hub Provision

We have a dedicated SEND Hub, providing specialist support for up to 10 pupils with a diagnosis of Autism.

Features of the SEN Hub:

- A structured, supportive learning environment;
- Access to a bespoke sensory room;
- Support from specialist staff;
- Personalised interventions and provision;
- Centrally located in the middle of school.

All 10 pupils of our hub are members of a class and spend as much time in the mainstream classroom as is achievable.

Working with External Agencies

When required, we work with specialists such as:

Educational Psychologists
Speech and Language Therapists
Occupational Therapists

This ensures tailored and expert support.

Transition Arrangements

We support pupils during:

- Entry into school
- Movement between classes
- Transition to secondary school

We ensure information sharing and appropriate support to make transitions as smooth as possible.

Learning Environment

We ensure our environment is inclusive through:

- Accessible classrooms and resources;
- Quiet and sensory spaces;
- Specialist equipment where needed;
- WIDGET (communication tool);
- Other resources and furniture
- Accessibility Plan.

Evaluating SEND Provision

- We monitor effectiveness through:
- Pupil progress tracking
- Reviews of interventions
- Staff feedback
- Parent and pupil input
- Governors scrutiny of performance
- Local Authority Intervention and Ofsted Inspections





Links with Other Policies

This policy should be read alongside:

- Inclusion Policy
- Behaviour Policy
- Safeguarding Policy
- Mental Health and Wellbeing Policy
- Accessibility Policy
- Complaints Policy

Accessibility

We are committed to accessibility through:

- Adapted teaching approaches
- Inclusive learning environments
- Consideration of sensory and physical needs
- Reasonable adjustments where required

Questions, Concerns or Complaints

If you have any concerns or would like further information:

- Speak to your child’s class teacher in the first instance
- Or contact the SENDCo (Mr Alan Brannen) via the school office
- Follow the complaints policy on our website

Further Information

You can find more support through your Local Authority [SEND Local Offer](#).

You can also contact SEND IASS for further support - <https://www.sendiass.org/>

Review Information

This policy is reviewed regularly and updated in line with statutory guidance and school needs

